STUDY GUIDE FOR FINAL EXAM

MULTIPLE CHOICE QUESTIONS (2 points each)

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| 1. | **From a reading perspective, the main goal of instruction is to** |

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| 2. | **The ability of students to regulate reading by keeping track of how well they are comprehending is known as** |

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| 3. | **Which of the following student’s behaviors does NOT actively rely upon metacognition?** |

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| 4. | **Which of the following instructional practices is NOT part of explicit instruction?** |
| 5. | **The system that gives cues about the sounds associated with written symbols is** |
| 6. | **Which characteristic is based on the bottom-up belief system?** |
| 7. | **Which of the following is NOT based on the top-down principles?** |
| 8. | **Themes, units, inquiry-based project learning, and literature study are all characteristics of the \_\_\_\_\_\_\_\_ approach.** |
| 9. | **The characteristics of highly effective literacy teachers include the thorough integration of \_\_\_\_\_\_\_\_ to support the development of children’s literacy skills and strategies.** |

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| 10. | **Which approach has been useful for meeting the needs of English language learners because it embraces the natural language of children and provides opportunities for meaningful text for students from diverse backgrounds?** |
| 11. | **Which of the following contributes to a student’s success or failure in school?** |
| 12. | **Which of the following characterizes differentiated instruction?** |
| 13. | **Traditionally, American Standard English has been the acceptable language of instruction in school because** |
| 14. | **When choosing multicultural literature, which is NOT a crucial question to ask?** |
| 15. | **Which of the following characterizes students of diverse linguistic and cultural backgrounds?** |
| 16. | **In order to develop reading and writing in an early childhood program it is important to incorporate all the following literacy principles EXCEPT which principle?** |
| 17. | **In which of the following locations would children encounter environmental print?** |
| 18. | **Which of the following is NOT a typical activity in a literate environment?** |
| 19. | **Children who have mastered letter-sound correspondence may use \_\_\_\_\_\_\_\_ spelling.** |
| 20. | **When designing a \_\_\_\_\_\_\_\_ consider the setting, location, and props.** |
| 21. | **Which of the following is one of the most important contributing factors in the learning environment of early readers?** |
| 22. | **What principle(s) should guide early childhood teachers’ teaching of language and literacy?** |
| 23. | **A child who is able to identify the front of a book, parts of a story, print directionality, and letter and word order is said to have mastered** |
| 24. | **Which of the following activities is least likely to develop phonemic awareness?** |

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| 25. | **Which of the following is NOT an informal assessment?** |
| 26. | **\_\_\_\_\_\_\_\_ is good for collecting data about a child’s reading during regular classroom activities.** |
| 27. | **What principle is represented in the following example? c + at = cat** |
| 28. | **When students use meaning clues to identify words, they are using** |
| 29. | **You are a second-grade teacher with a student whose second language is English. Which activity should you do to give this student more confidence in the classroom and increase her fluency skills?** |

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| 30. | **With \_\_\_\_\_\_\_\_ stories, less able readers can use their intuitive knowledge of language and sense to help them develop fluency.** |
| 31. | **One vocabulary instructional strategy that does NOT ensure vocabulary learning is** |
| 32. | **Mr. Martinez is generating a vocabulary list for his students to learn. The list should include** |
| 33. | **Which of the following vocabulary development strategies will least likely teach words systematically and in depth?** |
| 34. | **Which of the following best represents the experiences, conceptual understandings, attitudes, values, skills, and strategies that students should put into play when they are reading?** |
| 35. | **Mrs. Murray notices that many students are misusing the homophones to, too, and two in their writing, so at the beginning of class she gives them about 10 minutes of instruction and practice using the correct words. Mrs. Murray is** |
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ESSAY QUESTIONS (5 points each)

Choose 3 of the following 7 questions to answer. Each answer should be a minimum of 5 sentences to a maximum of 10 sentences.

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| 36. | **Suppose that while a supervisor is observing your class a child makes an oral reading error and you ignore the error. Write a short letter to the supervisor justifying your action in terms of a top-down model of reading.** |

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| 37. | **Explain three strategies you could use to accommodate ELL students in your classroom.** |

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| 38. | **Art, song and dance, and other rhythmic activities are valuable means of expression. Suggest sample activities that can link these language experience activities with reading and writing.** |

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| 39. | **You are teaching first grade and realize most of the younger children in the class have not developed phonemic awareness. Discuss how you will develop phonemic awareness for these beginning readers in your class.** |

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| 40. | **Consider a student who has an IEP. How might a teacher adapt an assessment for a struggling reader?** |

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| 41. | **An experienced classroom teacher comes to you and says, “My kids are just not interested in learning new words.” Since you just took a college reading course, what suggestions do you have? Explain to the teacher how students develop interest and motivation to want to learn new words. Suggest specific strategies to implement and your reasoning for selecting them.** |

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| 42. | **Mrs. Smith realizes that her students do not have many strategies for interacting with text as they read. In a conversational essay, explain three strategies to Mrs. Smith that can effectively be used to encourage students with text.** |

ESSAY QUESTIONS ON THEORISTS (5 points each)

Choose 3 of the following 8 questions to answer. Each answer should be a minimum of 5 sentences to a maximum of 10 sentences.

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| 43. | **According to Tomlinson, one way to differentiate instruction is to use flexible grouping. Explain how you could use flexible grouping in your classroom.** |

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| 44. | **Allington believes that effective teachers should infuse their own creativity and ideas into their grade level curriculum. Give an example of what you could add to a lesson or unit of study that makes use of your creativity and ideas.** |

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| 45. | **Graves believed that teachers of writing should also write themselves. Why do you think it is important for teachers to write themselves?** |

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| 46. | **Frank Smith believed that it is essential for teachers to encourage children to make predictions before reading a story. What is the importance of making predictions?** |

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| 47. | **Dorothy Strickland believes that "teachable moments" exist in every classroom activity. Explain and give an example of a teachable moment.** |

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| 48. | **Jean Piaget believed that children construct knowledge from inside their heads as they interact with the environment. Give an example of an activity that a teacher might use to encourage the construction of knowledge.** |

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| 49. | **Brian Cambourne described Conditions of Learning that maximize the learning experience for students. Three of these conditions are immersion, approximation, and feedback (response). Explain the meaning of one of these conditions.** |

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| 50. | **Jeanne Chall identified five stages of reading development. She believed that Stage 5 was "for life" because reading development never stops. Explain what this means in your reading life.** |